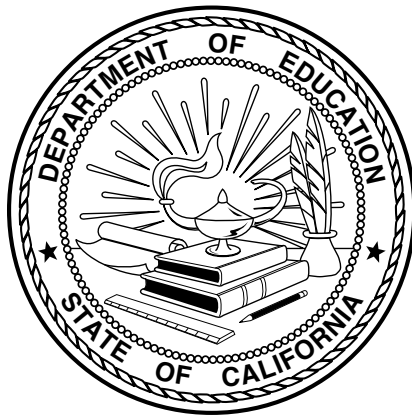


2003
ADEQUATE **Y**EARLY **P**ROGRESS
PHASE II REPORT

Information Supplement



November 2003

prepared by the
California Department of Education

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PREFACE

On November 14, 2003, the 2003 Adequate Yearly Progress (AYP) Phase II reports will be posted on the California Department of Education (CDE) Web site at <http://ayp.cde.ca.gov>. These reports determine whether all schools and school districts make their 2003 AYP targets for Phase II, according to requirements of the federal No Child Left Behind Act of 2001 (NCLB). To assist the local efforts to respond to this release, the CDE has developed the *2003 AYP Phase II Report Information Supplement*. This document provides additional information about the 2003 AYP Phase II reports to supplement the *2002 Base Adequate Yearly Progress Report Information Guide* and the *2003 Adequate Yearly Progress Report Phase I Information Supplement*. The *Phase II Supplement* describes the 2003 AYP criteria for Phase II, updates and clarifies previous Phase I information, shows how the graduation rate indicator for Phase II is determined, and provides sample Phase II Internet reports.

Following the release of the AYP Phase II reports for all schools and school districts on November 14, 2003, Title I AYP reports will be posted on the CDE Web site at <http://www.cde.ca.gov/ayp/2003/titleone/> on November 25, 2003. These reports update the Program Improvement (PI) status of all Title I schools for Phase II.

Questions about the AYP reports should be directed to the Educational Planning and Information Center (EPIC) at (916) 319-0863 or epic@cde.ca.gov. Questions about the Title I AYP reports should be directed to the Title I Policy and Partnerships Office at (916) 319-0854 or pi@cde.ca.gov. A detailed list of related contacts is provided in “Reference Guide to the Internet and CDE Contacts” on pages 31–32.

Selected sections from the *2002 Guide* and the *2003 Phase I Supplement* are included in the Appendix and provide additional details about 2003 AYP Phase I and PI requirements. The *2002 Guide*, *2003 Phase I Supplement*, and explanatory notes for the 2002 Base AYP and 2003 AYP Phase I reports are located on the CDE Web site at <http://www.cde.ca.gov/ayp>.

ADEQUATE YEARLY PROGRESS (AYP) UPDATE

- 2003 AYP Criteria Summary
- 2003 Phase I Report Revisions
- 2003 AYP Phase II Reports
- Title I PI and Consequences of Not Making 2003 AYP
- 2003 AYP Title I Reports

AYP UPDATE

- The No Child Left Behind Act of 2001 (NCLB) is federal legislation that establishes a new definition of Adequate Yearly Progress (AYP) for all schools, school districts, and the state, beginning with the 2003 AYP criteria. All schools and school districts are now required to meet all 2003 AYP criteria in order to make their AYP. Currently, the Program Improvement (PI) consequences of not making AYP apply only to schools and school districts receiving federal Title I funds. More information about NCLB and PI is located in the Appendix of this document or on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/pr/nclb>.

2003 AYP Criteria Summary

California's AYP definition for 2003 encompasses the following four requirements:

AYP Criteria for 2003 Phase I Reports

- Annual Measurable Objectives (AMOs) – schoolwide/districtwide and subgroups¹
 - Achievement of the 2003 statewide AMOs on English-language arts (ELA) and mathematics assessments
- Participation rate – schoolwide/districtwide and subgroups
 - Achievement of a 95 percent student participation rate on 2003 ELA and mathematics assessments

AYP Criteria for 2003 Phase II Reports

- Academic Performance Index (API) – schoolwide/districtwide
 - Growth in the API from 2002 to 2003 of at least one point **or**
 - A minimum 2003 API Growth score of 560
- Graduation rate – schoolwide/districtwide
The updated AYP criteria offer high schools and school districts with high school students three options for meeting the 2003 graduation rate requirement:
 - Achievement of a graduation rate of 82.8 or above for 2003 **or**
 - Improvement of at least 0.1 in the graduation rate from 2002 to 2003 **or**
 - Improvement of at least 0.2 in the average two-year graduation rate from the average of 2000/2001 to the average of 2002/2003

The three options are described in detail in “Determining the 2003 AYP Phase II Graduation Rate Indicator” on pages 18–23.

2003 AYP Phase III reports will include final data for schools and school districts, including those with corrected demographic data and/or PI or AYP appeals.

¹ For AMOs and participation rate, each numerically significant ethnic, socioeconomically disadvantaged, English learner, and students with disabilities subgroup in the school or school district must also meet the requirements.

2003 Phase I Report Revisions

- Inclusion/exclusion rules used in the calculation of 2003 AYP Phase I have been revised for Phase II, based on federal NCLB requirements. The revised rules replace information provided on page 19 of the *2003 AYP Phase I Information Supplement*.
 - The California High School Exit Examination (CAHSEE) rules for mobility will **not change** for the 2003 AYP Phase III reports. The rules used in the calculation of Phase I will remain the same for Phase II and Phase III. These rules are:
 - If a student was continuously enrolled in the school the prior year, that student will be counted in the school AYP calculation.
 - If a student was continuously enrolled in the school district (but not in the same school) the prior year, that student will be counted in the school district AYP calculation.
 - A student record with no score and zero items attempted in a content area of the California Standards Test (CST) or the California Alternate Performance Assessment (CAPA) is not counted as tested and is not included in the percent proficient, regardless of whether “Student was absent for the entire testing window” was marked.

2003 AYP Phase II Reports

- On November 14, 2003, Phase II reports will be posted on the CDE Web site at <http://ayp.cde.ca.gov>. The 2003 Phase II AYP reports include the following information:
 - Whether the school or school district met all 2003 Phase I and Phase II AYP criteria combined
 - API (Additional Indicator)
 - Graduation rate
 - Whether the school or school district met all 2003 Phase I criteria
- 2003 AYP Phase II reports are posted on the CDE Web site for schools that are changing STAR demographic data through the test publisher. However, these schools did not receive 2002–03 API Growth reports in October 2003 and do not have a 2003 API Growth score for their Phase II report. They will receive a 2003 API Growth score in December 2003 once data corrections are completed. PI status for these schools will be reevaluated in January 2004.
- The 2003 AYP Phase II reports are used to develop the 2003 Title I AYP reports that determine the AYP and PI status of a school or school district that receives Title I funding. Schools or school districts that met all Phase I criteria in August 2003 also must meet all 2003 AYP Phase II criteria in order to make AYP for 2003. **Schools or school districts that do not meet all Phase I and Phase II criteria will not make AYP for 2003.**

Title I PI and the Consequences of Not Making 2003 AYP

- All schools and school districts must meet or exceed the 2003 AYP criteria. Currently, the consequences of not making AYP apply only to Title I schools and school districts. Title I schools are identified for PI if they do not make AYP for two consecutive years on the same indicator (i.e., English-language arts, mathematics, API, or graduation rate). The consequences for Title I schools and school districts that do not meet AYP criteria include additional federal mandates, such as providing additional required services and/or interventions. For more information about PI and the consequences of not making 2003 AYP, see the Appendix.

2003 AYP Title I Reports

- The “2003 Title I AYP Report” will be posted on the CDE Web site at *<<http://www.cde.ca.gov/ayp/2003/titleone/>>* on November 25, 2003. This report will indicate the PI status of a Title I school for 2003–04, based on prior year AYP status information (using prior year criteria) and on the 2003 AYP Phase I and II reports (using the new NCLB criteria). Title I schools may enter PI, remain at the same PI level, advance to a new PI level, or exit PI for the 2003–04 school year. The 2003 Title I AYP reports will be provided for Phase III AYP reporting as well.
- **Existing Title I PI schools and new Title I PI schools that do not make AYP, based on Phase II, will be required to implement all appropriate NCLB mandates immediately upon PI status determination in the 2003 Title I AYP Report.**
- Schools or school districts that do not agree with their Title I PI status have the option to file an appeal after Phase I, II, or III if the school is a new PI school or advances to a new level under NCLB. The appeal must provide justification for why the school or district disagrees with the PI identification and must be based on reasons of substantive or statistical error. School districts, on behalf of their schools, have 10 business days from the time of the AYP report posting to file an appeal. A description of the appeals process was provided in a July 18, 2003 letter from CDE entitled, “Title I Program Improvement: The Consequences of Not Making Adequate Yearly Progress.” A copy of this letter and the appeals form is located on the CDE Web site at *<<http://www.cde.ca.gov/iasa/titleone/pi/>>*.

TALKING POINTS FOR SCHOOL DISTRICTS

Talking points for Options 1 or 2 can be adapted to address the achievement of individual schools, based on the 2003 Adequate Yearly Progress (AYP) Phase II reports. School district personnel responsible for working with the media also can refer to the 2002 *Base AYP Information Guide* and the 2003 *AYP Phase I Information Supplement* at <http://www.cde.ca.gov/ayp> for more information about AYP reports. More information about Program Improvement (PI) requirements are located at <http://www.cde.ca.gov/iasa/titleone/pi/>.

- The definition of AYP for 2003 adds new federal requirements to the state's accountability system for California public schools. It also establishes 2014 as the deadline for having all students in California demonstrate proficiency in English-language arts and mathematics.
- The AYP targets required by the new federal requirements are extremely ambitious and set rigorous standards for every school and school district.
- With these new requirements will come new data that we can use to help monitor our schools' progress toward ensuring that all students are learning the academic skills they need to be successful.
- The purpose of the 2003 AYP Phase II report is to determine if each of our schools as well as the school district as a whole meets the second phase of the new federal AYP requirements. The second phase requires that all schools and school districts either (1) have a minimum score of 560 for the 2003 Academic Performance Index (API) Growth or (2) show growth in the API from 2002 to 2003 of at least one point. Phase II also requires that all high schools and school districts with high school students either (1) have a 2003 graduation rate of at least 82.8, (2) show improvement in the graduation rate from 2002 of at least 0.1, or (3) show improvement of at least 0.2 in the average two-year graduation rate change from 2000/2001 to 2002/2003.
- The 2003 AYP Phase II report also shows if our schools and school district previously met their Phase I requirements. Phase I requires each of our schools and our school district to meet minimum proficiency levels (i.e., Annual Measurable Objectives, or AMOs) and participation rates in English-language arts and mathematics on statewide assessments.
- Schools that receive Title I funds may be subject to additional federal requirements if AYP criteria are not met.

Option 1

- Through the outstanding efforts of our staff, students, and families, (some, many, all) schools in our school district met all of the criteria to make AYP for 2003. The targets were met schoolwide as well as for each numerically significant subgroup in the school.

Option 2

- The staff, students, and families at (some, many, all) schools in our school district are to be commended for meeting one or more of the 2003 AYP criteria. However, these schools did not make AYP for 2003 because they did not meet all of the requirements.
- Schools in our school district that receive federal Title I funds and have not met AYP criteria for two consecutive years are subject to additional federal requirements. Schools that are identified as PI must offer school choice with paid transportation to students for the 2003–04 school year to attend another public school that is not PI in the school district. Some schools in PI also may need to provide supplemental services to eligible students in the school.
- We will be notifying families and staff of Title I schools that are subject to additional federal requirements.
- Our immediate challenge is to help all families, students, staff, and community members understand the new AYP requirements and to implement all appropriate federal mandates immediately in Title I schools that do not make AYP for two consecutive years.
- Our schools will be scheduling a series of informational meetings about the AYP and preparing explanatory information for mailings for parents.

SAMPLE PRESS RELEASE FOR SCHOOL DISTRICTS

“One (several, many, all) of our schools met all (some) of the new federal 2003 Adequate Yearly Progress (AYP) targets,” Superintendent _____ said today as (he or she) announced results of the 2003 AYP Phase II reports for the _____ School District. “These schools met AYP targets for student proficiency in English-language arts and mathematics, the participation rate on designated state tests for 2003, the Academic Performance Index (API) as an AYP indicator, and the graduation rate. The targets were met schoolwide as well as for each numerically significant subgroup in the school.

“The AYP targets required by the new federal requirements from 2003 through 2014 are extremely ambitious and set rigorous standards for every school and the district,” _____ said.

One of the new federal requirements for accountability in the No Child Left Behind (NCLB) legislation mandates that all students in kindergarten through grade twelve meet state academic achievement standards for English-language arts and mathematics by 2014. School districts and schools in each state must demonstrate “adequate yearly progress” (AYP) toward meeting that goal.

To meet NCLB requirements in California, it was determined that federal AYP requirements would be added to the current school accountability system, established by state law in 1999. This system established the Academic Performance Index (API) as the measurement of a school’s academic progress. The API will continue to be calculated and reported annually, and rankings still will be provided. Progress on the API also will be one of the new AYP requirements.

“The administrators, teachers, support staff, and families at our schools are to be commended for the continuing efforts they make to move all students toward higher levels of proficiency in reading, writing, mathematics, and other academic subjects,” Superintendent _____ said. “California’s increasingly diverse student population creates a major challenge for schools, one our educators work extremely hard to meet.”

“The purpose of the 2003 AYP Phase II reports is to determine if each of our schools as well as the district as a whole meets all four of new federal AYP requirements,” _____ noted.

The AYP requires that a minimum percentage of students at each school, each school district, and each student subgroup perform at or above the proficiency level in English-language arts and mathematics on state assessments. The minimum percentages are called Annual Measurable Objectives, or AMOs. The AYP also requires that all schools, school districts, and student subgroups have at least 95 percent of their students take designated state tests; this is called the participation rate. In addition, schools and their school districts must have an API of at least 560 or API growth of at least one point from the

2002 Base API. High schools or school districts with high school students also must (1) have a 2003 graduation rate of at least 82.8, (2) show improvement in the graduation rate from 2002 of at least 0.1, or (3) show improvement of at least 0.2 in the average two-year graduation rate change from 2000/2001 to 2002/2003.

Schools that receive federal Title I funds and have not met AYP targets for two consecutive years are subject to additional federal requirements. These requirements include being identified as a Program Improvement (PI) school and offering school choice to students to attend another public school that is not PI in the district for the 2003–04 school year. Transportation costs are to be paid by the school district. Some PI schools must provide supplemental services to eligible students in the school.

“We will be notifying parents and staff of Title I schools that are subject to additional federal NCLB requirements,” _____ said.

“Our immediate task is to help all families, students, staff, and community members understand the new AYP requirements and to implement all appropriate federal mandates immediately in Title I schools that do not make AYP for two consecutive years,” Superintendent _____ concluded. “Our shared goal is that no child is left behind.”

2003 AYP PHASE II CRITERIA

- API as Additional Indicator
- Graduation Rate

2003 AYP PHASE II CRITERIA

API as Additional Indicator

Federal NCLB legislation requires that each state adopt an “additional” indicator for AYP. California has chosen to use the API as an additional indicator for all schools and school districts. Progress on the API is defined differently for AYP than for the state API system. To make progress on the API for the 2003 AYP, a school or school district must show growth of at least one point for 2002–03 or must have a 2003 API Growth score of at least 560. For example, a school with an API Base of 493 that increased to 494 on its API Growth score would meet the criteria for the additional indicator under AYP. These requirements apply schoolwide and districtwide but do not apply to subgroups unless “Safe Harbor” is applied (see “Safe Harbor Provisions” on page 14). Safe Harbor provisions will be applied for the 2003 Phase III AYP reports to be released in January 2004.

The 2002 API Base reports have been produced for school districts and schools in the Alternative Schools Accountability Model (ASAM) to comply with the additional indicator requirements. School districts and ASAM schools receive 2002–03 API Growth reports (but no growth target information). Reporting of APIs for school districts and ASAM schools will continue as part of the regular API reporting cycle timeline.

The API will continue to be calculated and reported annually in accordance with state requirements under the Public Schools Accountability Act (PSAA). Annual API growth targets for schools will continue to be calculated as five percent of the distance to the statewide performance goal of 800. State school ranks and similar schools rankings will also continue to be provided with each API Base. However, school districts and ASAM schools will not receive these rankings.

Graduation Rate

NCLB requires that the state use the graduation rate as an additional indicator for all high schools and school districts with high school students. California currently does not have a universal student information system to track students as they change schools, drop out, or graduate; therefore, a four-year completion rate is used, based on the definition established by the National Center for Education Statistics (NCES). This rate includes information on high school completers (i.e., high school graduates) and high school dropouts, aggregated over a four-year period. Federal requirements define high school “completers” in the same way as high school “graduates” in the California Basic Educational Data System (CBEDS).

The four-year graduation rate formula for NCLB is shown below:

$$\frac{\text{High School Graduates, year 4}}{[\text{High School Graduates, year 4} + (\text{Grade 9 Dropouts, year 1} + \text{Grade 10 Dropouts, year 2} + \text{Grade 11 Dropouts, year 3} + \text{Grade 12 Dropouts, year 4})]}$$

In this calculation, year 4 is the latest year, while year 1 refers to three years earlier.

In September 2003, the CDE provided graduation rates on the CDE Web site at <http://data1.cde.ca.gov/dataquest/> according to the above formula. The following is an example of the graduation rate report for a school district:

Adequate Yearly Progress Report

Back Forward Stop Refresh Home AutoFill Print Mail

Address:

California Department of Education
Educational Demographics Unit

Graduation Rates Based on NCES Definition - District Report

Select Year: **2001-02** Report: **Graduation Rates Based on NCES Definition by District (with school data)**

Select District: **9898765--POLARIS UNIFIED**

[Data sources](#) [FAQs](#)

School	Dropouts Gr.9 (98-99)	Dropouts Gr.10 (99-00)	Dropouts Gr.11 (00-01)	Dropouts Gr.12 (01-02)	Dropouts Gr.9 (98-99) through Gr.12 (01-02)	Grade 12 Graduates (01-02)	Graduation rate*
SUNSET HIGH	119	41	9	3	172	508	74.7
SATURN HIGH	52	23	12	27	114	498	81.4
NORTH STAR HIGH	20	15	5	0	40	537	93.1
JUPITER HIGH (CONT.)	1	7	11	3	22	0	n/a
DISTRICT TOTAL:	192	86	37	33	348	1,543	81.6
COUNTY TOTAL:	5,000	3,875	4,137	3,930	16,942	79,509	82.4
STATE TOTAL:	12,006	11,034	11,632	14,313	48,985	325,928	86.9

*Graduation Rate Formula is based on the NCES definition:

$$\frac{\text{Number of Graduates (Year 4)}}{\text{Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)}}$$

Data Sources:

[Dropouts](#) Gr.9 (98-99) - CBEDS October 1999
 Dropouts Gr.10 (99-00) - CBEDS October 2000
 Dropouts Gr.11 (00-01) - CBEDS October 2001
 Dropouts Gr.12 (01-02) - CBEDS October 2002
 Grade 12 Graduates (01-02) - CBEDS October 2002

On this report, the graduation rate is listed according to the school year of the graduating class (i.e., class of 2001–02). However, the graduation rate for AYP purposes is defined according to the year of AYP reporting. Therefore, the “2001–02” graduation rate shown on the sample report (showing class of 2001–02 data) is referred to as the “graduation rate for 2003” for AYP purposes.

To meet the 2003 AYP requirements for graduation rate, a school or school district must meet at least one of three options. The first option is a graduation rate for 2003 of 82.8 or above. North Star High School in the sample report met the AYP graduation rate requirement because its rate for 2003 AYP was 93.1. The second option is improvement in the graduation rate from 2002 to 2003 of at least 0.1. Under this option, the graduation rate for 2002 (class of 2000–01) is subtracted from the graduation rate for 2003 (class of 2001–02) to obtain the amount of change. The third option is improvement of at least 0.2 in the average two-year graduation rate change from the average of 2000/2001 to 2002/2003 (classes of 1998–99/1999–00 to 2000–01/2001–02). Details and examples of how each option is determined are provided in “Determining the 2003 AYP Phase II Graduation Rate Indicator” on pages 18–23.

2003 AYP Phase III: Safe Harbor Criteria

The “Safe Harbor” criteria will be applied in the 2003 AYP Phase III reports, to be released in January 2004. NCLB contains a Safe Harbor provision for meeting AYP in some circumstances. In the event that a school, school district, or student subgroup does not meet its AMO in either or both content areas, AYP may be achieved if **all** of the following conditions are met:

- The percentage of students in the school, school district, or subgroup performing below proficient in either English-language arts (ELA) or mathematics decreased by at least 10 percent of that percentage from the preceding school year;
- The school, school district, or subgroup had at least a 95 percent participation rate for the assessments in ELA and mathematics; and
- The school, school district, or subgroup demonstrated at least a one point growth in the API **or** had a API Growth of 560 or more.

The graduation rate also may be used as an indicator for Safe Harbor for high schools.

Example of Safe Harbor: Elementary School with 200 Students Tested, No Significant Subgroups for Either 2002 or 2003 Testing

Year of AYP	Math				ELA				Additional Indicator (API)	Participation Rate
	Schoolwide Proficient or Above				Schoolwide Proficient or Above					
	Number Proficient or Above	Number Below Proficient	Percent Proficient or Above	Percent Below Proficient	Number Proficient or Above	Number Below Proficient	Percent Proficient or Above	Percent Below Proficient		
2002	10	190	5.00%	95.00%	28	172	14.00%	86.00%	400	96%
2003	31	169	15.50%	84.50%	29	171	14.50%	85.50%	410	96%
Difference	21	-21	10.50%	-10.50%	1	-1	0.50%	-0.50%	10	0

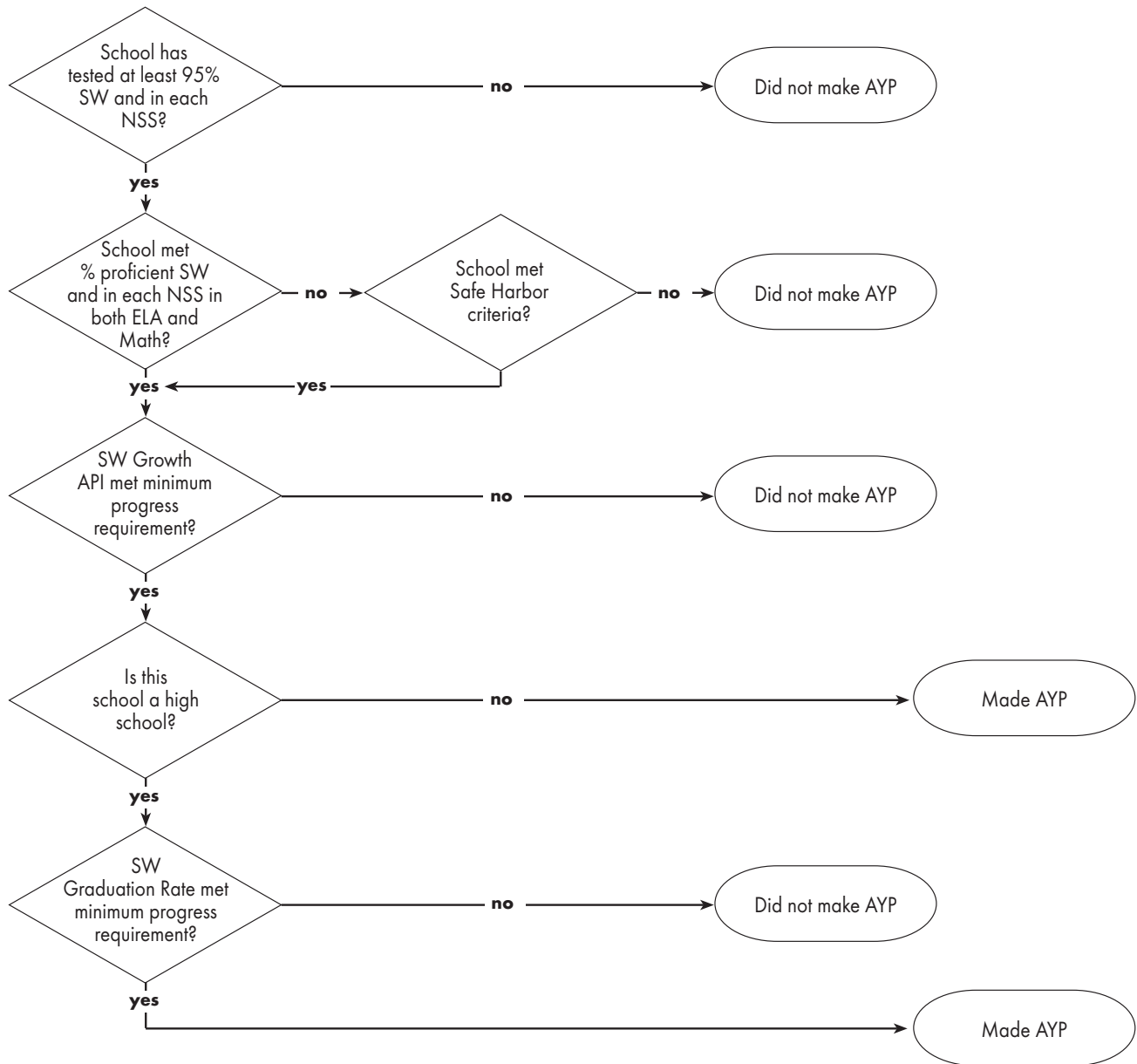
For 2002–2004, the Annual Measurable Objective (AMO) for Math is 16.0% and the AMO for ELA is 13.6%

In this example of Safe Harbor, the school shows five percent of its students scoring proficient or above schoolwide in 2002 in mathematics. The school does not make AYP in that year because five percent is below the minimum AMO of 16 percent. In 2003, the percent proficient or above in mathematics increases to 15.5 percent, which is still below the minimum of 16 percent. Except for mathematics, however, the school met all the other criteria for making AYP. (It made its AMO in ELA because 14.5 percent is greater than the 13.6 percent minimum AMO, its API increased by at least one point, and the 95 percent participation rate was met.) The school would not ordinarily make AYP in 2003 because 15.5 percent is below the AMO of 16 percent for mathematics. However, the

school's percentage below proficient decreased by at least 10 percent in mathematics. Therefore, the school meets AYP according to Safe Harbor because the percentage of students performing below proficient decreased by at least 10 percent from the preceding school year in mathematics, the content area in which AMO was not met, and it met its other AYP criteria (additional indicator API and participation rate).

2003 AYP CRITERIA FLOW CHART

The following flow chart shows decisions for meeting AYP based on the 2003 criteria.



AYP = Adequate Yearly Progress
SW = Schoolwide
NSS = Numerically Significant Subgroup
ELA = English-Language Arts

AYP SUMMARY TIMELINE

October 2003	2002–2003 Academic Performance Index (API) Growth reports are posted on the CDE Web site at <http://api.cde.ca.gov> .
November 2003	<p>2003 AYP Phase II reports are posted on the CDE Web site at <http://ayp.cde.ca.gov>. These reports include graduation rate, API, and summary of Phase I results for schools and school districts.</p> <p>2003 Title I AYP reports are posted on the CDE Web site at <http://ayp.cde.ca.gov>. These reports update the 2003 AYP status of all Title I schools based on the 2003 AYP Phase II results (Appeals of status must be filed within 10 business days of the report posting).</p>
December 2003	Final 2002–2003 API Growth reports are posted on the CDE Web site at <http://api.cde.ca.gov> .
January 2004	<p>2003 AYP Phase III reports are posted on the CDE Web site at <http://ayp.cde.ca.gov>. These reports include final data for schools and school districts, including those with corrected demographic data. Safe Harbor criteria will be applied.</p> <p>2003 Title I AYP reports are posted on the CDE Web site at <http://ayp.cde.ca.gov>. These reports update the 2002 and 2003 AYP status of all Title I schools based on the 2003 AYP Phase III results (Appeals of status must be filed within 10 business days of the report posting).</p>
February/March 2004	2003 API Base reports are posted on the CDE Web site at <http://api.cde.ca.gov> .

DETERMINING THE 2003 AYP PHASE II GRADUATION RATE INDICATOR

■ Examples of Three Options

- **Option 1: 2003 Graduation Rate of 82.8 or Above**
- **Option 2: Improvement in the Graduation Rate of at Least 0.1 from 2002 to 2003**
- **Option 3: Improvement in the Graduation Rate of at Least 0.2 in the Average Two-Year Rate from the Average of 2000/2001 to the Average of 2002/2003**

DETERMINING THE 2003 AYP

PHASE II GRADUATION RATE INDICATOR

Examples of Three Options

There are three options for meeting the graduation rate requirement for 2003 AYP:

- Achievement of 82.8 percent or above for the graduation rate of 2003 **or**
- Improvement of at least 0.1 percent in the graduation rate from 2002 to 2003 **or**
- Improvement of at least 0.2 percent in the average two-year graduation rate from the average of 2000/2001 to the average of 2002/2003.

Each option is described separately in the sections that follow.

Option 1: 2003 Graduation Rate of 82.8 or Above

Using the four-year NCLB formula for calculating the graduation rate, the first option is determined for 2003 as follows:

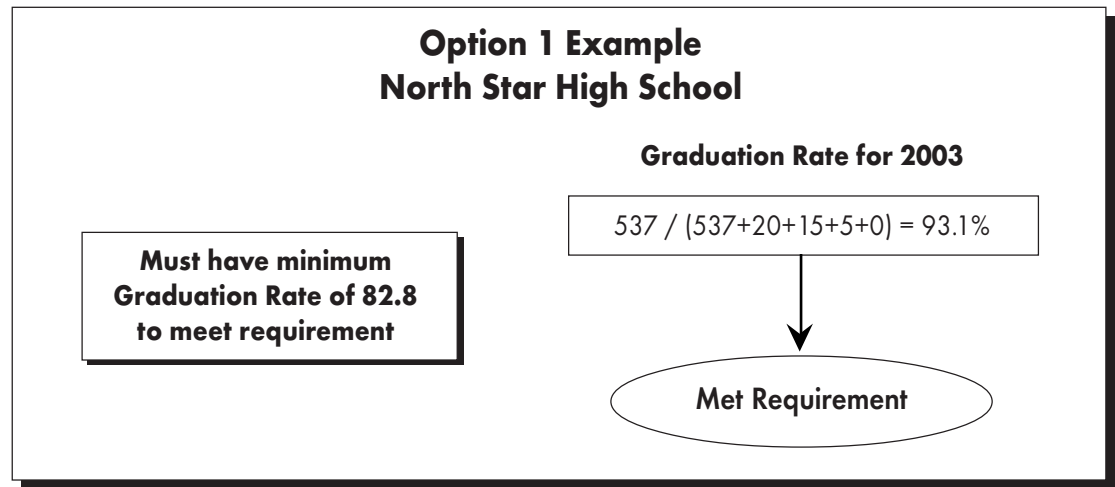
Graduation Rate for 2003

High School Graduates, Class of 2002 [year 4]

[High School Graduates, Class of 2002 [year 4]
 + (Grade 9 Dropouts, 1998–99 [year 1] +
 Grade 10 Dropouts, 1999–00 [year 2] +
 Grade 11 Dropouts, 2000–01 [year 3] +
 Grade 12 Dropouts, 2001–02 [year 4])]

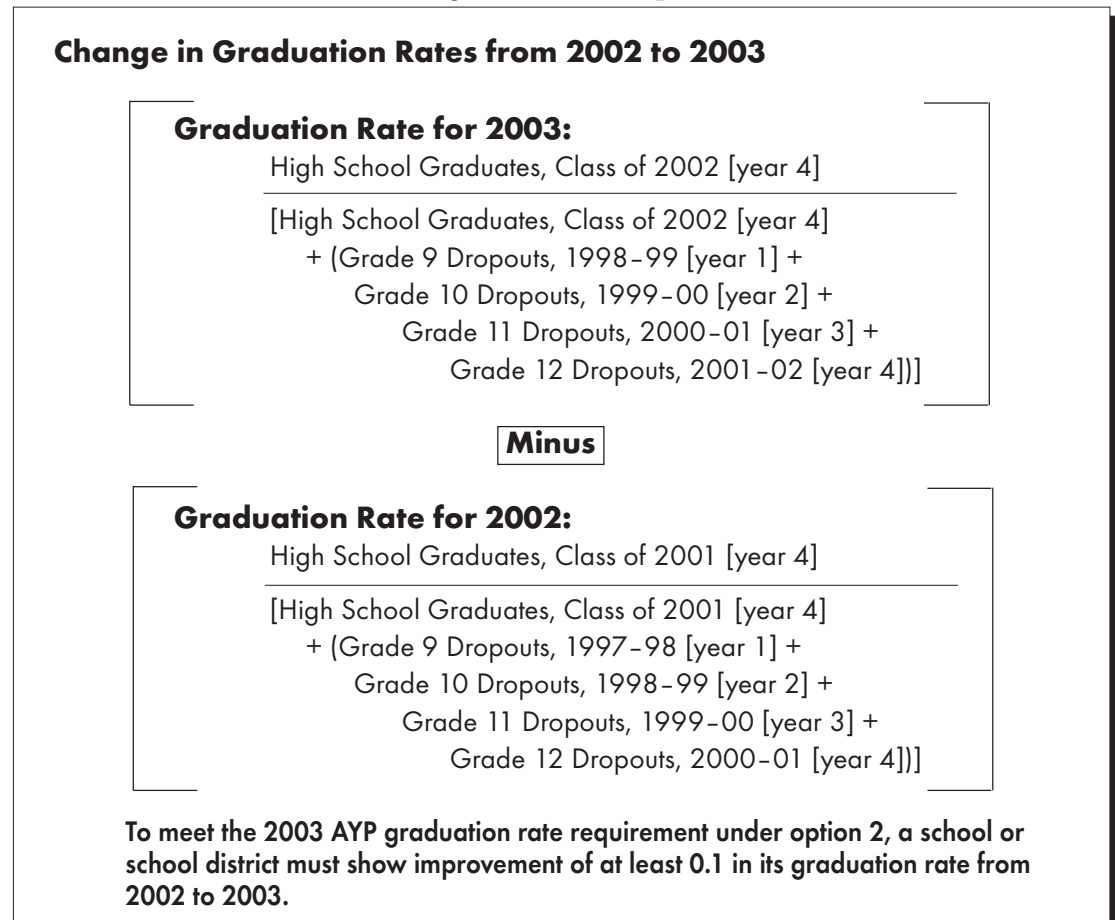
To meet the 2003 AYP graduation rate requirement under option 1, a school or school district must have a graduation rate for 2003 of 82.8 or above.

In the example below, North Star High School met its 2003 AYP criteria for graduation rate under option 1 because the rate for 2003 was 93.1, which exceeds the minimum rate of 82.8.

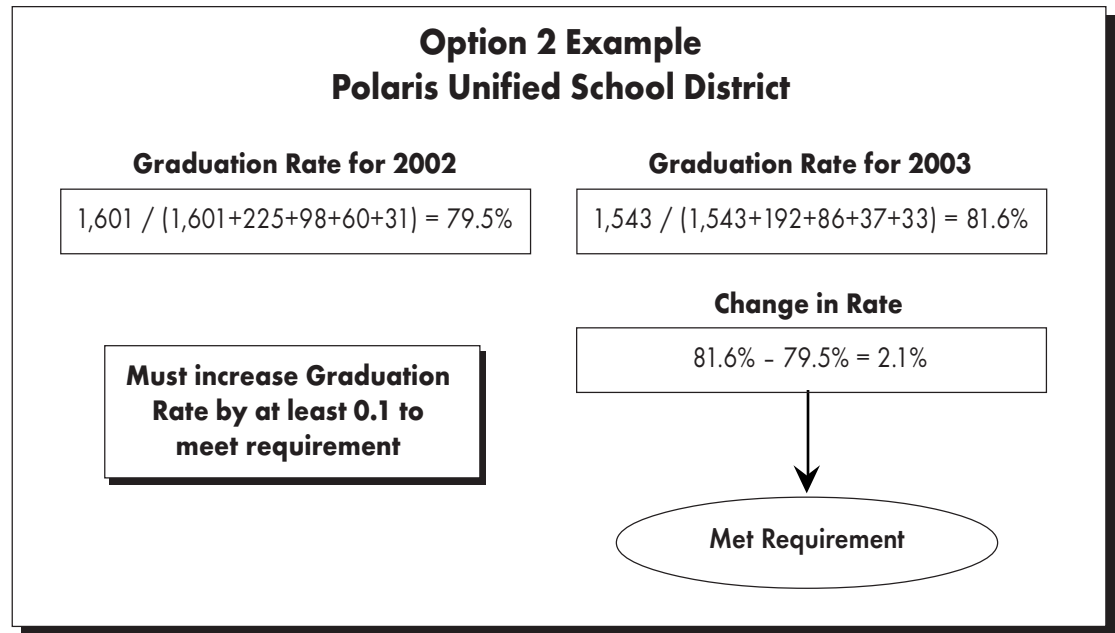


Option 2: Improvement in the Graduation Rate of at Least 0.1 from 2002 to 2003

Under this option, the graduation rate for 2002 is subtracted from the graduation rate for 2003 to obtain the amount of change. The second option is determined as follows:



In the following example, Polaris Unified School District met its 2003 AYP criteria for graduation rate under option 2 because the rate change from 2002 to 2003 was 2.1, which exceeds the minimum requirement of a 0.1 gain.



Option 3: Improvement in the Graduation Rate of at Least 0.2 in the Average Two-Year Rate from the Average of 2000/2001 to the Average of 2002/2003

This option takes into consideration the past four years' graduation rates for a school or school district. It is calculated for 2003 AYP as the **average** of the 2003 and 2002 rates **less** the **average** of the 2001 and 2000 rates:

Average Two-Year Change in Graduation Rate, 2000 to 2003**Graduation Rate for 2003**

$$\frac{\text{High School Graduates, Class of 2002 [year 4]}}{[\text{High School Graduates, Class of 2002 [year 4]} + (\text{Grade 9 Dropouts, 1998-99 [year 1]} + \text{Grade 10 Dropouts, 1999-00 [year 2]} + \text{Grade 11 Dropouts, 2000-01 [year 3]} + \text{Grade 12 Dropouts, 2001-02 [year 4]})]}$$
Plus**Graduation Rate for 2002**

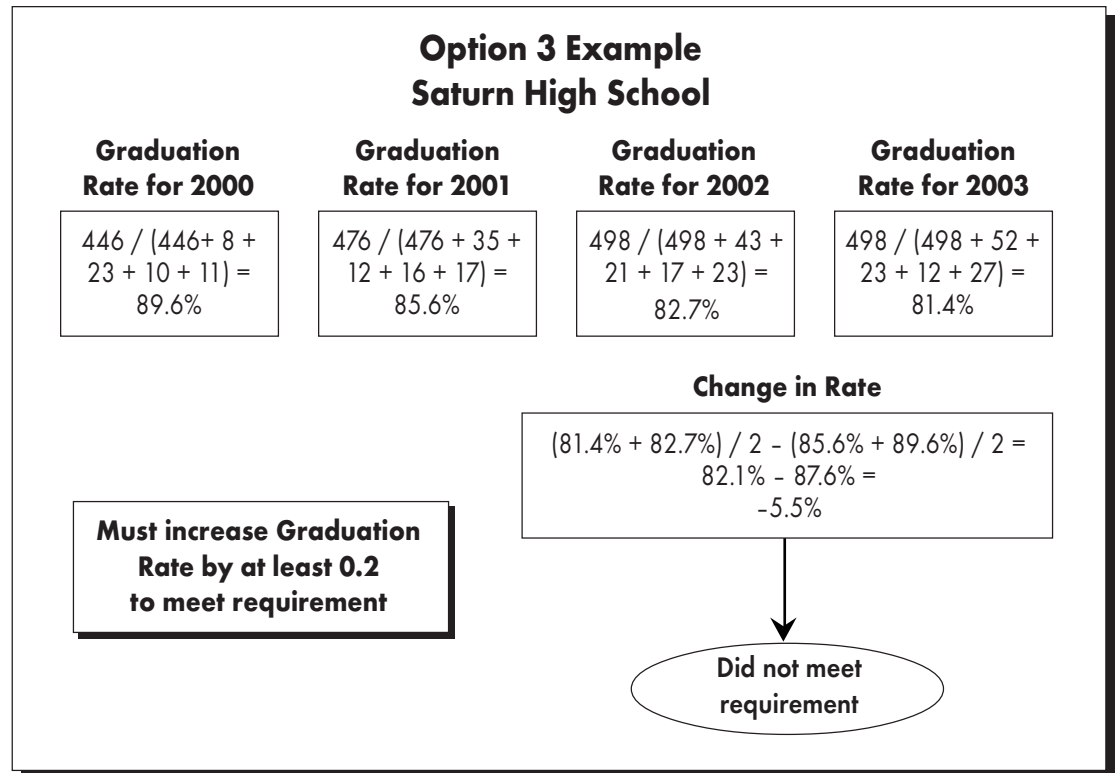
$$\frac{\text{High School Graduates, Class of 2001 [year 4]}}{[\text{High School Graduates, Class of 2001 [year 4]} + (\text{Grade 9 Dropouts, 1997-98 [year 1]} + \text{Grade 10 Dropouts, 1998-99 [year 2]} + \text{Grade 11 Dropouts, 1999-00 [year 3]} + \text{Grade 12 Dropouts, 2000-01 [year 4]})]}$$
Divided by 2**Minus****Graduation Rate for 2001**

$$\frac{\text{High School Graduates, Class of 2000 [year 4]}}{[\text{High School Graduates, Class of 2000 [year 4]} + (\text{Grade 9 Dropouts, 1996-97 [year 1]} + \text{Grade 10 Dropouts, 1997-98 [year 2]} + \text{Grade 11 Dropouts, 1998-99 [year 3]} + \text{Grade 12 Dropouts, 1999-00 [year 4]})]}$$
Plus**Graduation Rate for 2000**

$$\frac{\text{High School Graduates, Class of 1999 [year 4]}}{[\text{High School Graduates, Class of 1999 [year 4]} + (\text{Grade 9 Dropouts, 1995-96 [year 1]} + \text{Grade 10 Dropouts, 1996-97 [year 2]} + \text{Grade 11 Dropouts, 1997-98 [year 3]} + \text{Grade 12 Dropouts, 1998-99 [year 4]})]}$$
Divided by 2

To meet the 2003 AYP graduation rate requirement under option 3, a school or school district must show improvement of at least 0.2 in its average two-year graduation rate change from the average of 2000/2001 to the average of 2002/2003.

In the example below, Saturn High School did not meet its 2003 AYP criteria for graduation rate under option 3 because the change was -5.5 , which does not meet the minimum requirement of a 0.2 gain.



SAMPLE INTERNET REPORTS FOR 2003 AYP PHASE II

- Elementary School
- High School
- Unified School District

SAMPLE INTERNET REPORTS

Sample Report for 2003 AYP Phase II: Elementary School

Adequate Yearly Progress Report					
Back Forward Stop Refresh Home AutoFill Print Mail					
Address: <input type="text"/> go					
California Department of Education Policy and Evaluation Division					
2003 Adequate Yearly Progress (AYP) Phase II Report Graduation Rate, Additional Indicator: Academic Performance Index (API), and Summary of Phase I Results					
School Report November 7, 2003			For more details about this report, see the 2003 Adequate Yearly Progress Phase II Report Information Supplement		
School: Big Dipper Elementary School Type: Elementary District: Polaris Unified County: Orion CDS Code: 98-98765-9876543			AYP Reports of Other Schools in This District <input type="button" value="v"/> District AYP Report		
School Met All 2003 Phase I and Phase II Adequate Yearly Progress (AYP) Criteria? No					
"Yes" displayed above indicates at least one "Yes" and no "No" or "Pending" are displayed in the "Met 2003 AYP Criteria" column on this report. "Pending" indicates the school or school district has an appeal pending or the school or school district is correcting its 2003 STAR demographic data through the test publisher. Phase I includes Annual Measurable Objectives (AMOs) for percent proficient and participation rate. Phase II includes graduation rate and Academic Performance Index (API) criteria.					
PHASE II (API and Growth Rate)					
API (Additional Indicator) These data are from the API Reports.		2003 Growth 686 minimum 560	2002 Base 707 -----	Change -21 minimum +1	Met 2003 AYP Criteria Yes
Criteria Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a "Yes"					
GRADUATION RATE* These data are from the CBEDS.		Rate for 2003, Class of 2001-02 N/A minimum 82.8	Rate for 2002, Class of 2000-01 N/A -----	Change N/A minimum +0.1	Average 2-Year Change N/A minimum +0.2
Criteria Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a "Yes"					
PHASE I (AMOs and Participation Rate) Under the "Appeal Status" column, "None" means no appeal of Phase I AYP has been filed. If final action has been taken on the appeal, either "approved" or "denied" appears under this column. "Pending" under this column means that final action has not been taken.		Appeal Status None	Met 2003 AYP Criteria No		
<i>Select the row title to link to related reports.</i>					
"N/A" means "not available," i.e., no calculation was done due to small numbers or missing data.					
"Pending" means the school or school district has an appeal pending or the school or school district is correcting its 2003 STAR demographic data through the test publisher and did not receive a 2002-2003 API Growth report in October 2003. Schools and districts that corrected their data will receive their 2002-2003 API Growth reports in December 2003. The 2003 AYP Phase I reports for these schools or districts may also change as a result of their data corrections. Program Improvement (PI) status for those schools receiving Title I funds will be reevaluated at that time. For all districts and schools with appeals pending, the column "Met 2003 AYP Criteria" for Phase I reflects the AYP determination as of the release of the September 30 revised Phase I AYP Report. This determination is subject to change as a result of final action on the appeal.					
* The graduation rate for AYP purposes is defined according to the year of AYP reporting (e.g., rate for 2003). On other California Department of Education reports, the graduation rate is defined as the school year of the graduating class (i.e., class of 2001-02). A reference to both definitions is included in the column headings on this report. Note that the AYP graduation rate data on this report is one year older than other data on AYP reports.					

Sample Report for 2003 AYP Phase II: Elementary School (continued)

Adequate Yearly Progress Report																						
Back Forward Stop Refresh Home AutoFill Print Mail																						
Address: <input type="text"/> go																						
Favorites History Search Scrapbook Page Holder	<h3>2003 AYP Criteria for Schools</h3> <p>In order to make AYP for 2003, a school must meet or exceed all Phase I and Phase II requirements.</p> <p>Phase I (August 2003)</p> <ul style="list-style-type: none"> Percent Proficient or Above in Selected Assessments (schoolwide and subgroups) <table border="1"> <thead> <tr> <th></th> <th>English-Language Arts</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>Elementary and Middle Schools</td> <td>13.6%</td> <td>16.0%</td> </tr> <tr> <td>High Schools</td> <td>11.2%</td> <td>9.6%</td> </tr> </tbody> </table> Participation Rate in Above Assessments (schoolwide and subgroups) <table border="1"> <thead> <tr> <th></th> <th>English-Language Arts</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>All Schools</td> <td>95.0%</td> <td>95.0%</td> </tr> </tbody> </table> <p>Phase II (November 2003)</p> <ul style="list-style-type: none"> Academic Performance Index (API) (schoolwide) <table border="1"> <tbody> <tr> <td>All Schools</td> <td>Growth in the 2002-2003 API of at least one point OR a minimum 2003 API Growth score of 560</td> </tr> </tbody> </table> Graduation Rate (schoolwide) <table border="1"> <tbody> <tr> <td>High Schools</td> <td>2003 graduation rate of 82.8 OR improvement in the graduation rate from 2002 of at least 0.1 OR improvement of at least 0.2 in the average 2-year rate (change from the average of 2000/2001 to 2002/2003).</td> </tr> </tbody> </table> 				English-Language Arts	Mathematics	Elementary and Middle Schools	13.6%	16.0%	High Schools	11.2%	9.6%		English-Language Arts	Mathematics	All Schools	95.0%	95.0%	All Schools	Growth in the 2002-2003 API of at least one point OR a minimum 2003 API Growth score of 560	High Schools	2003 graduation rate of 82.8 OR improvement in the graduation rate from 2002 of at least 0.1 OR improvement of at least 0.2 in the average 2-year rate (change from the average of 2000/2001 to 2002/2003).
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Sample Report for 2003 AYP Phase II: High School

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California Department of Education

Policy and Evaluation Division

2003 Adequate Yearly Progress (AYP) Phase II Report

Graduation Rate, Additional Indicator: Academic Performance Index (API), and Summary of Phase I Results

School Report

November 7, 2003

School: North Star High

School Type: High School

District: Polaris Unified

County: Orion

CDS Code: 98-98765-9876544

For more details about this report, see the [2003 Adequate Yearly Progress Phase II Report Information Supplement](#)

AYP Reports of Other Schools in This District

District AYP Report

School Met All 2003 Phase I and Phase II Adequate Yearly Progress (AYP) Criteria? **Yes**

"Yes" displayed above indicates at least one "Yes" and no "No" or "Pending" are displayed in the "Met 2003 AYP Criteria" column on this report. "Pending" indicates the school or school district has an appeal pending or the school or school district is correcting its 2003 STAR demographic data through the test publisher. Phase I includes Annual Measurable Objectives (AMOs) for percent proficient and participation rate. Phase II includes graduation rate and Academic Performance Index (API) criteria.

PHASE II (API and Growth Rate)

API (Additional Indicator)

These data are from the API Reports.

Criteria

Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a "Yes"

2003 Growth	2002 Base	Change
680	675	5
minimum 560	-----	minimum +1

Met 2003 AYP Criteria

Yes

GRADUATION RATE*

These data are from the CBEDS.

Criteria

Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a "Yes"

Rate for 2003, Class of 2001-02	Rate for 2002, Class of 2000-01	Change	Average 2-Year Change
93.1	94.3	-1.2	-3.0
minimum 82.8	-----	minimum +0.1	minimum +0.2

Met 2003 AYP Criteria

Yes

PHASE I (AMOs and Participation Rate)

Under the "Appeal Status" column, "None" means no appeal of Phase I AYP has been filed. If final action has been taken on the appeal, either "approved" or "denied" appears under this column. "Pending" under this column means that final action has not been taken.

Appeal Status

Approved

Met 2003 AYP Criteria

Yes

Select the row title to link to related reports.

"N/A" means "not available," i.e., no calculation was done due to small numbers or missing data.

"Pending" means the school or school district has an appeal pending or the school or school district is correcting its 2003 STAR demographic data through the test publisher and did not receive a 2002-2003 API Growth report in October 2003. Schools and districts that corrected their data will receive their 2002-2003 API Growth reports in December 2003. The 2003 AYP Phase I reports for these schools or districts may also change as a result of their data corrections. Program Improvement (PI) status for those schools receiving Title I funds will be reevaluated at that time. For all districts and schools with appeals pending, the column "Met 2003 AYP Criteria" for Phase I reflects the AYP determination as of the release of the September 30 revised Phase I AYP Report. This determination is subject to change as a result of final action on the appeal.

* The graduation rate for AYP purposes is defined according to the year of AYP reporting (e.g., rate for 2003). On other California Department of Education reports, the graduation rate is defined as the school year of the graduating class (i.e., class of 2001-02). A reference to both definitions is included in the column headings on this report. Note that the AYP graduation rate data on this report is one year older than other data on AYP reports.

California Department of Education

November 2003

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Sample Report for 2003 AYP Phase II: High School (continued)

Adequate Yearly Progress Report		
Back	Forward	Stop
Refresh	Home	Autofill
Print	Mail	
Address: <input type="text"/> go		
2003 AYP Criteria for Schools In order to make AYP for 2003, a school must meet or exceed all Phase I and Phase II requirements.		
Phase I (August 2003)		
• Percent Proficient or Above in Selected Assessments (schoolwide and subgroups)		
	English-Language Arts	Mathematics
Elementary and Middle Schools	13.6%	16.0%
High Schools	11.2%	9.6%
• Participation Rate in Above Assessments (schoolwide and subgroups)		
	English-Language Arts	Mathematics
All Schools	95.0%	95.0%
Phase II (November 2003)		
• Academic Performance Index (API) (schoolwide)		
All Schools	Growth in the 2002-2003 API of at least one point OR a minimum 2003 API Growth score of 560	
• Graduation Rate (schoolwide)		
High Schools	2003 graduation rate of 82.8 OR improvement in the graduation rate from 2002 of at least 0.1 OR improvement of at least 0.2 in the average 2-year rate (change from the average of 2000/2001 to 2002/2003).	

Sample Report for 2003 AYP Phase II: Unified School District

Address: go

California Department of Education
 Policy and Evaluation Division

2003 Adequate Yearly Progress (AYP) Phase II Report

Graduation Rate, Additional Indicator: Academic Performance Index (API), and Summary of Phase I Results

District Report

November 7, 2003

District: Polaris Unified
 District Type: Unified
 County: Orion
 CD Code: 98-98765

For more details about this report, see the [2003 Adequate Yearly Progress Phase II Report Information Supplement](#)

[County List of Schools and Districts](#)
[District List of Schools](#)

District Met All 2003 Phase I and Phase II Adequate Yearly Progress (AYP) Criteria? Pending

"Yes" displayed above indicates at least one "Yes" and no "No" or "Pending" are displayed in the "Met 2003 AYP Criteria" column on this report. "Pending" indicates the school or school district has an appeal pending or the school or school district is correcting its 2003 STAR demographic data through the test publisher. Phase I includes Annual Measurable Objectives (AMOs) for percent proficient and participation rate. Phase II includes graduation rate and Academic Performance Index (API) criteria.

PHASE II (API and Growth Rate)

API (Additional Indicator)

These data are from the API Reports.

2003 Growth	2002 Base	Change
Pending	720	Pending
minimum 560	-----	minimum +1

Met 2003 AYP Criteria
Pending

Criteria

Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a "Yes"

GRADUATION RATE*

These data are from the CBEDS.

Rate for 2003, Class of 2001-02	Rate for 2002, Class of 2000-01	Change	Average 2-Year Change
81.6	79.5	2.1	0.0
minimum 82.8	-----	minimum +0.1	minimum +0.2

Met 2003 AYP Criteria
Yes

Criteria

Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a "Yes"

PHASE I (AMOs and Participation Rate)

Under the "Appeal Status" column, "None" means no appeal of Phase I AYP has been filed. If final action has been taken on the appeal, either "approved" or "denied" appears under this column. "Pending" under this column means that final action has not been taken.

Appeal Status	Met 2003 AYP Criteria
None	Yes

Select the row title to link to related reports.

"N/A" means "not available," i.e., no calculation was done due to small numbers or missing data.

"Pending" means the school or school district has an appeal pending or the school or school district is correcting its 2003 STAR demographic data through the test publisher and did not receive a 2002-2003 API Growth report in October 2003. Schools and districts that corrected their data will receive their 2002-2003 API Growth reports in December 2003. The 2003 AYP Phase I reports for these schools or districts may also change as a result of their data corrections. Program Improvement (PI) status for those schools receiving Title I funds will be reevaluated at that time. For all districts and schools with appeals pending, the column "Met 2003 AYP Criteria" for Phase I reflects the AYP determination as of the release of the September 30 revised Phase I AYP Report. This determination is subject to change as a result of final action on the appeal.

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Sample Report for 2003 AYP Phase II: Unified School District (continued)

Adequate Yearly Progress Report																								
Back Forward Stop Refresh Home Autofill Print Mail																								
Address: <input type="text"/> go																								
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REFERENCE GUIDE TO THE INTERNET AND CDE CONTACTS

The 2003 Adequate Yearly Progress (AYP) Phase II reports will be posted on the California Department of Education (CDE) Web site on November 14, 2003 at <http://ayp.cde.ca.gov>. The following provides a list of CDE Internet sites and contact offices related to No Child Left Behind (NCLB) and AYP:

Topic	CDE Contact Offices	CDE Web Site
NCLB Title I Accountability and PSAA <ul style="list-style-type: none"> NCLB Title I Accountability Requirements Calculation of AYP and API Reports 	Policy and Evaluation Division (916) 319-0869 psaa@cde.ca.gov Evaluation, Research, and Analysis Office (916) 319-0875 epic@cde.ca.gov Educational Planning and Information Center (EPIC) (916) 319-0863 epic@cde.ca.gov	http://www.cde.ca.gov/psaa/ http://ayp.cde.ca.gov http://www.cde.ca.gov/ayp http://api.cde.ca.gov http://www.cde.ca.gov/psaa/api
NCLB Title I, and Program Improvement (PI) <ul style="list-style-type: none"> NCLB Corrective Actions for Program Improvement 	School and District Accountability Division Title I Policy and Partnerships Office (916) 319-0854 pi@cde.ca.gov	http://www.cde.ca.gov/pr/nclb/programs.html
Graduation Rate for NCLB	Educational Demographics Office (916) 327-0219 eddemo@cde.ca.gov	http://www.cde.ca.gov/demographics/list.htm http://data1.cde.ca.gov/dataquest/

REFERENCE GUIDE TO THE INTERNET AND CDE CONTACTS

Topic	CDE Contact Offices	CDE Web Site
Statewide Assessments <ul style="list-style-type: none"> • STAR – CST and CAT/6 • CAHSEE • STAR – CAPA 	<p>Standards and Assessment Division (916) 445-9441</p> <p>Testing and Reporting Office (916) 445-8765 star@cde.ca.gov</p> <p>High School Exit Exam Office (916) 445-9449</p> <p>Special Education Division, Assessment, Evaluation, and Support Office (916) 327-3702</p>	<p><http://www.cde.ca.gov/statetests/></p> <p><http://www.cde.ca.gov/statetests/star/index.html></p> <p><http://www.cde.ca.gov/statetests/cahsee/index.html></p> <p><http://www.cde.ca.gov/spbranch/sed/capa/></p>
Low Performing Schools <ul style="list-style-type: none"> • Immediate Intervention/Underperforming Schools Program (II/USP) • High Priority Schools Grant Program (HPSG) • Intervention Assistance • Comprehensive School Reform (CSR) 	<p>School Improvement Division (916) 319-0830</p> <p>School Reform Assistance Office (916) 319-0839 iiusp@cde.ca.gov</p> <p>High Priority Schools Office (916) 324-3236</p> <p>Intervention Assistance Office (916) 319-0836</p> <p>School Reform Assistance Office (916) 319-0839</p>	<p><http://www.cde.ca.gov/iiusp></p>
Alternative Accountability System, Alternative Schools Accountability Model (ASAM)	<p>Secondary, Postsecondary and Adult Leadership Division Educational Options Office, (916) 322-5012 (916) 445-7746 (Robert Bakke) rbakke@cde.ca.gov (916) 323-2564 (Heidi Wackerli)</p>	<p><http://www.cde.ca.gov/psaa/asam/></p>

APPENDIX — DESCRIPTIONS OF NCLB REQUIREMENTS

- **NCLB Summary**
- **2003 AYP Criteria: Summary of Requirements for Meeting AYP**
- **2002 Base AYP and 2003 AYP Reports**
- **Program Improvement (PI) Requirements:
Consequences of Not Making 2003 AYP**
- **Summary of How PI Status is Determined for Title I Schools**
- **NCLB Program Improvement Timeline**

DESCRIPTIONS OF NCLB REQUIREMENTS

NCLB Summary

- The No Child Left Behind Act of 2001 (NCLB) is federal legislation that established a new definition of Adequate Yearly Progress (AYP) for all schools, school districts, and the state beginning with the 2003 AYP criteria. All schools and school districts are required to meet all 2003 AYP criteria in order to make AYP. Currently, the consequences of not making AYP apply only to Title I-funded schools and school districts. Schools and school districts receiving federal Title I funds face NCLB Program Improvement (PI) consequences for not meeting or exceeding the new AYP requirements.
- PI is a formal designation for Title I-funded schools. A Title I school becomes PI if it does not meet AYP for two consecutive years on the same indicator (English-language arts, mathematics, Academic Performance Index (API), graduation rate). There are certain types of required services and/or interventions schools must offer during each year they are identified as PI. A school is eligible to exit PI if it makes AYP for two consecutive years.
- NCLB established a new definition of AYP. However, the term “Adequate Yearly Progress” had been used prior to NCLB to identify schools for PI under prior federal requirements. From 2000 to 2002, the API was used as the only definition of AYP. In 2003, the definition of AYP changed to the new criteria under NCLB.
- Based on the 2002 AYP status information (using the previous definition of AYP) and on the 2003 AYP reports (using the new AYP criteria), Title I schools may enter PI, remain at the same PI level, advance to a new PI level, or exit PI for the 2003–04 school year. School districts will not enter PI until after the 2003–04 school year.
- Title I schools that are in PI for the 2003–04 school year must meet the NCLB requirements, as appropriate. The requirements for a PI school increase the longer a school stays in PI. However, **all Title I schools in PI for the 2003–04 school year must offer choice for their students to attend another public school in the school district that is not PI.** The local education agency (LEA) is responsible for the transportation costs for the students.

2003 AYP Criteria: Summary of Requirements for Meeting AYP

- For 2003, California’s new definition of AYP encompasses the following four requirements:
 - **Annual Measurable Objectives (AMOs)** – Achievement of the 2003 statewide AMOs on English-language arts (ELA) and mathematics assessments

(schoolwide/districtwide and subgroups). AMOs are the minimum required percentages of students at proficient or above in each content area.

- Elementary schools, middle schools, and elementary school districts must have at least 13.6 percent of students at proficient or above in ELA and 16.0 percent in mathematics.
- High schools and high school districts (with grade levels 9–11 only) must have at least 11.2 percent of students at proficient or above in ELA and 9.6 percent in mathematics.
- Unified and high school districts (with grade levels 2–8 and 9–11) must have at least 12.0 percent of students at proficient or above in ELA and 12.8 percent in mathematics.

The 2003 ELA and mathematics assessments used for the AMOs are the California Standards Tests (CSTs), in grades 2–8; the California Alternate Performance Assessment (CAPA), in grades 2–8 and 10; and the California High School Exit Examination (CAHSEE), in grade 10. The CSTs and the CAPA are part of the Standardized Testing and Reporting (STAR) program. The use of the CAHSEE as one of the indicators for the AMOs is for school, school district, and state accountability as part of NCLB requirements only and does not apply to passing the CAHSEE as a condition of graduation for individual students.

- **Participation Rate** – Achievement of a 95 percent student participation rate on 2003 ELA and mathematics assessments (schoolwide/districtwide and subgroups).
- **API** – Growth in the 2002–03 Academic Performance Index (API) score of at least one point **or** a minimum 2003 API Growth score of 560 (schoolwide/districtwide).
- **Graduation Rate** – 2003 graduation rate of at least 82.8 **or** improvement in the graduation rate from 2002 of at least 0.1 **or** improvement of at least 0.2 in the average two-year rate from the average of 2000/2001/ to the average of 2002/2003. This applies only to high schools and school districts with high school students.

- All schools and school districts are required to meet all 2003 criteria in order to make AYP for 2003.
- Schools or school districts with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools or school districts must meet the adjusted percent proficient criteria for under 100 valid test scores. The AMOs are adjusted using a confidence interval methodology. The confidence intervals and methodology are provided in a document entitled, “Adjusted Percent Proficient Criteria for Under 100 Valid Scores,” which is posted on the CDE Web site at <http://www.cde.ca.gov/ayp>.
- AMOs must be met at the school and school district level and by each numerically significant subgroup at the school or school district in each content area (ELA and mathematics). “Numerically significant” is defined as 100 students **or** 50 students who represent at least 15 percent of the students to be tested (i.e., enrollment on the first date of testing). “Subgroups” include the following categories:

- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically Disadvantaged
- English Learner (English Learners plus Re-designated Fluent English Proficient students who have not scored proficient or above on the CST ELA for three years)
- Students with Disabilities (student receives special education services and has a valid disability code)

Reporting will occur for subgroups with at least 11 valid scores, but schools and school districts will be held accountable for subgroups of 100 or 50 students who represent at least 15 percent of the students to be tested. For schools or school districts with under 100 students enrolled, there will be no numerically significant subgroups for the participation rate or percent proficient. For schools or school districts with under 100 valid scores (but more than 100 enrolled), there will be no numerically significant subgroups for the percent proficient.

- A subgroup can be numerically significant for participation rate purposes but not be numerically significant for percent proficient purposes. The reverse may also occur. This is because numerically significant is determined separately for each purpose. The determination of a numerically significant subgroup for participation rate purposes is based upon the number of students enrolled in a subgroup and the number of students enrolled in the school on the first day of testing. However, the determination of numerically significant for percent proficient calculations is based upon the number of non-mobile students tested in a subgroup and the number of non-mobile students tested in the school.

2002 Base AYP and 2003 AYP Reports

- The 2002 Base AYP reports were posted on the California Department of Education (CDE) Web site at <http://ayp.cde.ca.gov> in July 2003. These reports provided schools and school districts with their starting points based upon the new definition of AYP and showed how well students performed in 2002 in order to familiarize schools and school districts with new AYP requirements. These reports will not change a Title I school's 2001–02 AYP status that was reported in February 2003, under the previous definition of AYP.

- The 2003 AYP reports are posted on the CDE Web site at <http://ayp.cde.ca.gov> in three phases:
 - **Phase I** was posted in August 2003 and reported whether schools and school districts met 2003 AYP AMOs and participation rate requirements.
 - **Phase II** is posted in November 2003 and reports whether schools and school districts meet 2003 AYP API and graduation rate criteria.
 - **Phase III** will be posted in January 2004 and will finalize all school and school district data, including reports for schools and school districts that corrected demographic data. “Safe Harbor” criteria will be applied in Phase III.

Program Improvement (PI) Requirements: Consequences of Not Making 2003 AYP

- All schools and school districts must meet or exceed the 2003 AYP criteria. Currently, the consequences of not making AYP apply only to Title I schools and school districts. The consequences Title I schools and school districts face for not meeting AYP criteria are additional federal mandates, such as providing additional required services and/or interventions.
- Following the release of the 2003 AYP Phase I and Phase II reports, a “2003 Title I AYP Report” is posted on the CDE Web site at <http://ayp.cde.ca.gov>. This report describes the PI status of a Title I school for 2003–04, based on prior year AYP status information (using prior year criteria) and on the 2003 AYP reports (using the new criteria). Title I schools may enter PI, remain at the same PI level, advance to a new PI level, or exit PI for the 2003–04 school year. The 2003 Title I AYP reports will be provided for Phase II and Phase III AYP reporting as well.
- **Existing Title I PI schools and new Title I PI schools that do not make AYP, based on Phase I and/or Phase II, will be required to implement all appropriate NCLB mandates immediately upon PI status determination in the 2003 Title I AYP Report.**
- Identification as PI or a change in PI status for 2003–04 could occur in August 2003, based upon the Phase I report; in November 2003, based upon the Phase II report; or in January 2004, based upon the Phase III report.
- For the Phase III report, the application of “Safe Harbor” may change the 2003 AYP determination for some schools from “no” to “yes” and thereby relieve these schools of the NCLB PI designation. However, school choice and supplemental services (if applicable) already provided to eligible students will be maintained for the balance of the 2003–04 school year.

- Schools or school districts that do not agree with their Title I PI status have the option to file an appeal. The appeal must provide justification for why the school or school district disagrees with the identification and must be based on reasons of substantive or statistical error. School districts, on behalf of their schools, have 10 business days to file an appeal. A description of the appeals process is provided in a July 18, 2003 letter entitled, “Title I Program Improvement: The Consequences of Not Making Adequate Yearly Progress” located on the CDE Web site at <http://www.cde.ca.gov/iasa/titleone/pi/>.

Summary of How PI Status is Determined for Title I Schools¹

Title I Schools Currently in PI

Title I schools currently in PI that made AYP in 2002 (using prior year criteria)

If the school makes 2003 AYP for Phase I, the school will exit PI on a preliminary basis and will exit PI status if 2003 AYP criteria are met for Phase II and Phase III. If the school does not make 2003 AYP for Phase I, the school will advance to the next PI level.

Title I schools currently in PI that did not make AYP in 2002 (using prior year criteria)

If the school makes 2003 AYP for Phase I, the school will be allowed to stay at the same PI level if 2003 AYP criteria are met for Phase II and Phase III. If the school does not make 2003 AYP for Phase I, the school will advance to the next PI level.

Title I Non-PI Schools

Title I non-PI schools that made AYP in 2002 (using prior year criteria)

If the school makes 2003 AYP for Phase I, the school must also meet or exceed 2003 AYP criteria for Phase II and Phase III. If the school does not make 2003 AYP for Phase I, the school may be identified for PI for the 2004–05 school year if it does not make AYP in 2004.

Title I non-PI schools that did not make AYP in 2002 (using prior year criteria)

If the school makes 2003 AYP for Phase I, the school must also meet or exceed 2003 AYP criteria for Phase II and Phase III. If the school does not make 2003 AYP for Phase I, Phase II, or Phase III, the school may be identified for PI for the 2003–04 school year. Identification as a new PI school under NCLB occurs when the school does not make AYP for two consecutive years on the same indicator (English-language arts, mathematics, API, or graduation rate).

Requirements for PI identification, under NCLB for Title I schools, are the following:

- For the AMOs (percent proficient) or participation rate indicators, Title I schools that do not make AYP for two consecutive years in the same content area (ELA and mathematics) are identified for PI.

¹ See letter on CDE Web site at <http://www.cde.ca.gov/iasa/titleone/pi02letter.html>.

- For the API or graduation rate indicators, Title I schools that do not make AYP on the same indicator for two consecutive years are identified for PI.

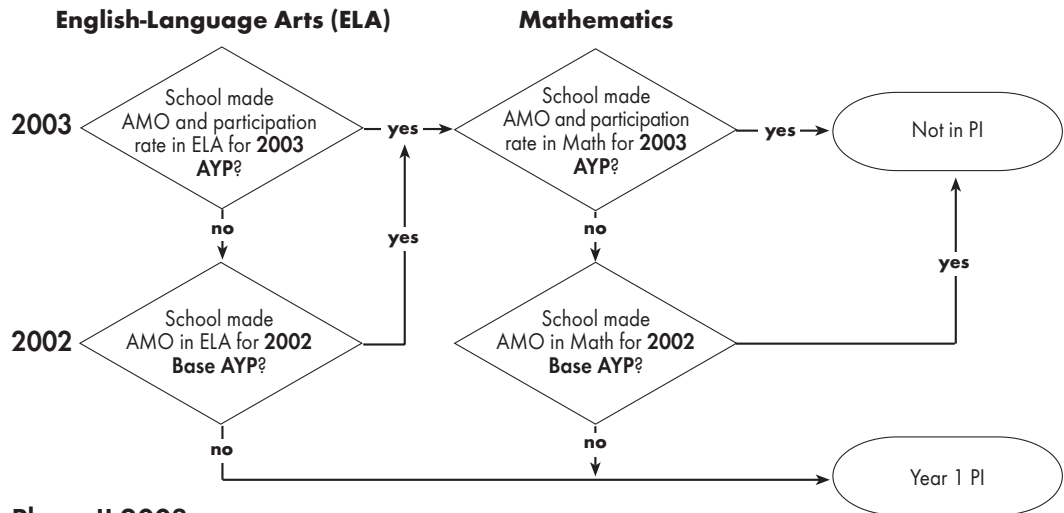
In order to determine the AMO requirements for two consecutive years, it is necessary to use 2002 Base AYP information for a small number of cases. **For PI identification purposes for the 2003–04 school year only, the participation rate requirement for 2002 will not be factored into the determination of PI. (This updates the information on page 26 of the *2002 Base Adequate Yearly Progress Information Guide*.)** Use of 2002 Base AYP information will occur when a non-PI, Title I school that did not make AYP in 2002 also does not make AYP in 2003. According to California's approved NCLB Accountability Workbook, a school will be identified as PI only on the basis of two consecutive years of not making AYP in the same content area of ELA or mathematics. Because AYP criteria prior to NCLB were based on the API and were not content-area specific, CDE will look to the 2002 Base AYP report to determine if the school did not make AYP in the same content area in 2002 as 2003.

The flow chart that follows illustrates the process to determine placement in 2003–04 for these cases. This applies only to non-PI, Title I schools that did not make AYP in 2002 (under the prior AYP definition) and do not make AYP in 2003. These schools may be newly identified for PI for the 2003–04 school year.

2003 Program Improvement (PI) Flow Chart

Non-PI, Title I Schools that did not make Adequate Yearly Progress (AYP) in 2002 (per prior AYP definition)

Phase I 2003:



Phase II 2003:

For 2003 AYP only, if a non-PI, Title I school is not identified for PI in Phase I 2003 according to the above process, it will not be identified for PI based upon the Academic Performance Index (API) or graduation rate released in Phase II.

AMO = Annual Measurable Objective

NCLB Program Improvement Timeline

Number of Years School Does Not Make Adequate Yearly Progress (AYP)						
One	Two	Three	Four	Five	Six	Seven
Did Not Make AYP	Did Not Make AYP	Program Improvement (PI)		Corrective Action		Restructuring
		Year 1	Year 2	Year 3	Year 4	Year 5
		<ul style="list-style-type: none"> School must revise school plan Local education agency (LEA) provides technical assistance Use 10% of funds for staff professional development Offer choice to attend another public school in the LEA that is not PI (LEA is responsible for transportation costs) 	<p>Continue:</p> <ul style="list-style-type: none"> LEA technical assistance Use 10% of funds for professional development School choice <p>Add:</p> <ul style="list-style-type: none"> Provide supplemental services to all eligible students and notify parents 	<p>Continue:</p> <ul style="list-style-type: none"> LEA technical assistance School choice Supplemental services <p>Add:</p> <p>LEA identifies school for corrective action and does at least ONE of the following:</p> <ul style="list-style-type: none"> Replaces school staff Implements new curriculum Decreases management authority at school level Appoints outside expert Extends school year or day Restructures school <p>LEA informs parents and public of corrective action and allows comment</p>	<p>Continue:</p> <ul style="list-style-type: none"> LEA technical assistance School choice Supplemental services <p>Add:</p> <p>LEA and site:</p> <ul style="list-style-type: none"> Develop a plan for alternative school governance for one of the following: <ul style="list-style-type: none"> Reopen school as a charter Replace all or most staff including principal Contract with outside entity to manage school State takeover <p>Provide notice to parents and teachers and allow comment</p>	<p>Implement Alternative Governance Plan for Year 4 for <u>one</u> of the following:</p> <ul style="list-style-type: none"> Reopen school as a charter Replace all or most staff including principal Contract with outside entity to manage school State takeover